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ences. 'The school,' as the announcement states, 'will seek to develop a scholarly type of student.' It also is planned to enable specially gifted students to go ahead without being kept back by those of slower gait. Instruction will be given in small classes. The study of Latin will be started two years earlier than in the four-year high school. Everything is planned 'to lay deeper and firmer foundations for the work that follows.'

"By this wise and bold move the city of Cincinnati, under the leadership of Superintendent Condon, has shown the way to create a school giving the best general education, based mainly on a few fundamental studies well and amply taught, without the admixture of miscellaneous 'fads and frills.' It has also shown the way to furnish preparation of the best character for our universities, a preparation which may well serve as a standard for the general establishment of a straight six-year high school course, beginning two years earlier than at present and providing really substantial general education for capable boys and girls."

CICERO'S ORATIONS

Teachers, who are accustomed to read with their Cicero classes the four Catilinarian orations, would find it profitable to substitute the oration for Archias, and the Manilian Law for two of them. The orations against Catiline are all concerned with that one event only. The Archias is unsurpassed in its support of the worth of good literature, while the Manilian Law offers much insight into Rome's policies in the administration of her empire—a welcome change from the consul's reviling of the unhappy Catiline.—G. A. HARRER.

AMERICAN SPEECH WEEK

AMERICANS need to learn to speak English. This is one of the outstanding facts brought home to all Americans by the great war. Free institutions cannot be built upon illiteracy. Slovenly English, moreover, is not compatible with either good business or community living.

As a step toward repairing our national linguistic shortcomings the National Council of Teachers of English proposes to set aside the first week in November for a celebration to be known as American Speech Week. This celebration is intended to develop a powerful sentiment in favor of greater clearness, correctness, and appropriateness in the speech of all our people—a speech which shall be English and not

a foreign language. In schools particularly will this celebration be appropriate. Principals and teachers are urged to appoint committees and make active preparation for the celebration.

Such a celebration has already been carried out in large cities like Chicago and in whole states, as in Alabama. The results of these experiences are summed up in a pamphlet called "A Guide to Better American Speech Week," compiled by the Secretary of the American Speech Committee of the National Council of Teachers of English and distributed at cost from the office of the Council, 506 W. 69th St., Chicago.—J. F. HOSIC.

TEACHING AMERICANIZATION BY SPELLING

BELIEVING that the pupils of to-day's schools should be drilled and tested in Americanization words, the Institute for Public Service has compiled spelling lists for grades three to eight from the words used in five important American Documents. These 1,426 words from the Declaration of Independence, Preamble to the Constitution, Bill of Rights, Lincoln's Gettysburg Speech, and Wilson's War Message are suggested for daily drill lessons as among the words may be found many of common usage, and that the lists be used also as a part of the state-wide spelling contests and assembly "spelling bees."

The foreword of the "speller" states that these Americanization words may in time come to rank with the standard spelling scales that are quite the rage in American schools. These words, giving the opportunity for ideas that foster citizenship and patriotism, may serve as tests of spelling ability as well as lists made up from business and personal letters or lists compiled by selecting the first word on every twenty-third page of the dictionary.

The Institute for Public Service, 51 Chambers St., New York City, will without charge tabulate all results that are sent to it, furnish sheets for recording results, and otherwise pass on to teachers any lessons in spelling or in Americanization that may be learned from the use of Americanization words.—INSTITUTE FOR PUBLIC SERVICE, WILLIAM H. ALLEN, Director.

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